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ABSTRACT

The Utah State Board of Education established a policy requiring the identification of specific core curriculum standards that must be completed by all kindergarten through grade 12 students as a requisite for graduation. The core curriculum consequently represents standards of learning that are essential for all students. This document presents the core curriculum standards for the state's library-media program. The library-media-skills core curriculum is based on four essential activities: (1) identifying and locating information and resources; (2) selecting and using information and resources; (3) evaluating information and resources; and (4) appreciating and evaluating children's literature. Core standards are identified for each grade level. Specific objectives are listed for kindergarten through grade 6. Beginning with grade 7, library media skills are infused into the language-arts core curriculum and will be infused into other curriculum areas as the supporting documents are revised. Standards for grades 7 through 12 that relate to library-media skills are listed, along with objectives for each standard, which are to be implemented in a series of projects and papers students will write. (SLD)

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ELEMENTARY AND SECONDARY
CORE CURRICULUM STANDARDS

Utah State Office of Education

LEVELS K-12

Library Media

'91

A LETTER

FROM THE UTAH STATE BOARD OF EDUCATION

What takes place in the thirteen years from kindergarten through the twelfth grade of public school is critical to each student's success in today's world. The new core curriculum standards have been developed to provide a solid foundation in education for students. They call for mastery of information, concepts, and skills in the subject areas of: arts, information technology, language arts, library media, mathematics, responsible healthy lifestyles, science, social studies, and vocational and applied technology education.

The world of the future will require less than one-fourth of the work force for the production of consumer goods and food items. The core standards are designed to prepare students for those changing times that will require knowledge and skills for living and competition in the informational age.

Sincerely,

Neola Brown
Ruth Hardy Funk
Keith T. Checketts
Donald G. Christensen
John M. R. Covey

C. Grant Hurst
Harold S. Jensen
V. Jay Liechty
Frances Hatch Merrill

INTRODUCTION

Action by the State Board of Education in January of 1984 established a policy requiring the identification of specific core curriculum standards which must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. This action was followed by three years of extensive work involving all levels of the education family in the process of identifying, trial testing, and refining these core curriculum standards for Utah's schools.

The core curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learnings may be built.

The core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Although the core curriculum standards are intended to occupy a major part of the school program, they are not the total curriculum of a level or course.

STATE BOARD OF EDUCATION

New	Revised	Descriptor
Date of Adoption 11-7-86	Date	Code:

THE ELEMENTARY AND SECONDARY SCHOOL PROGRAM OF STUDIES AND HIGH SCHOOL GRADUATION REQUIREMENTS

STATEMENT OF PHILOSOPHY

The primary goal of education is the development of individuals who possess the knowledge, skills, and human characteristics necessary to enable them to live meaningful as individuals and as positive contributors to society. To achieve this ultimate goal, the individual must be provided experiences to develop skills in language and thinking, scientific understanding, mathematics, historical perception, aesthetic appreciation, social interaction, movement, fitness and health, and career competencies.

Elementary Education

The elementary school reaches the greatest number of students for a longer period of time during the most formative years of the school experience. This unparalleled responsibility makes it imperative that each elementary school be provided with effective leadership, meaningful standards, a balanced curriculum, sufficient means, and competent staff.

Secondary Education

The secondary school should provide the opportunity for every student to have a challenging educational experience which will prepare him/her to pursue a fulfilling and productive role in society, which both transmits and enhances our culture. A comprehensive curriculum with enough flexibility to strengthen individual talents and interests must be available for all students.

R300-700. The Elementary and Secondary School Core Curriculum and High School Graduation Requirements.

R300-700-1 Definitions

A. "Board" means the Utah State Board of Education.

B. "IEP" means individual education program.

C. "Special assignment teacher" means a teacher assigned to:

(1) alternative school settings with self-contained classrooms in which the teacher must teach several subjects;

(2) teach homebound students with the expectation that several subjects will be covered by the same teacher; or

(3) necessarily existent small or rural schools with limited faculty and enrollment in which teachers must teach more than three core subjects.

R300-700-2. Authority and Purpose.

A. This rule is authorized under Article X, Section 3 of the Utah State Constitution which vests general control and supervision of the public education system in the State Board of Education, Section 53A-1-402(1)(b), U.C.A. 1953, which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements, and Section 53A-1-401(3), U.C.A. 1953, which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify the minimum core curriculum for the public schools and high school graduation requirements.

R300-700-3. General Requirements - Course Standards.

The Board establishes minimum course description standards and objectives for each course in the required general core. Course descriptions for required and elective courses are developed cooperatively by local school districts and the Utah State Office of Education. The descriptions shall contain mastery criteria for the course and shall stress mastery of the criteria rather than completion of predetermined time allotments for subjects. Implementation and assessment procedures are the responsibility of local school districts.

R300-700-4. General Requirements - Teacher Qualifications.

Teachers may not be assigned to teach any course unless, for the subject area to which they are assigned, they hold a current Utah teaching certificate endorsed in the subject area, have completed an undergraduate or graduate major or minor in the subject area, have completed a Board approved inservice program, or have demonstrated competency in the subject area.

R300-700-5. General Requirements - Special Assignment Teachers.

A. Special assignment teachers must hold a Basic or Standard Certificate with endorsement(s) for the course(s) which they are assigned to teach. In addition, personnel must have completed at least nine quarter hours of state approved college or inservice course work in each of the subject areas in which they are assigned.

B. Special assignment teachers are temporarily authorized for the duration of their special assignment and do not receive a permanent endorsement for the subject area until they have completed the equivalent of a subject matter minor, at least 24 quarter hours of state approved college coursework in the field, or have been declared competent to teach the subject by the Utah State Office of Education Committee on Demonstrated Competency.

R300-700-6. General Requirements - Unit of Credit.

A. A unit of credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with state course standards. Students also may complete a course on a performance basis in which case assessment of mastery will be the responsibility of the local boards of education. Credit can be awarded only once for a specific required course with the same content during the secondary school experience.

B. Credit may be earned in any of the following ways:

(1) successful completion of a course;

(2) demonstrated proficiency, via preassessment;

(3) demonstrated mastery of approved courses outside of the school day or year;

(4) concurrent enrollment in approved post-secondary training institutions;

(5) demonstrated mastery of approved correspondence or extension courses; or

(6) upon application, demonstrated mastery in special experimental programs.

R300-700-7. General Requirements - Instructional Time.

School districts shall organize flexible time blocks for instruction which accommodate outcome-based curriculum. To help the Board keep apprised of instructional time variations, districts shall submit their instructional time schedule to the Utah State Office of Education for approval.

R300-700-8. General Requirements - Student Education Plan.

A student education plan is cooperatively developed by the student, the student's parents, and designated school personnel. This plan is guided by general requirements and individual student interests and goals. It is formally reviewed, at least, at the beginning of grade one, at the end of grades three and six, and annually thereafter. Each student's high school plan shall identify an area of concentration, which may be as many as four to five units, in a cluster related to the student's post-secondary goal.

R300-700-9. General Requirements - Diploma.

In Utah's public schools, a high school diploma is granted to a student who has met Board curriculum requirements and any additional requirements of the local school district.

R300-700-10. Requirements for Elementary Education.

A. The Board shall establish standards for elementary education which include the identification of a general core curriculum. Implementation and formal assessment of student mastery of the general core curriculum are the responsibilities of the local boards of education. At a minimum, formal assessment shall occur during or at the completion of the primary grades, grade three, and again during or at the completion of the intermediate grades, grade six. Informal assessment should occur on a frequent ongoing basis to ensure continual student progress. Provision for remediation for all students who do not achieve mastery is required.

B. Required Elementary Core Curriculum:

REQUIRED ELEMENTARY CORE CURRICULUM
GRADES K-6

GENERAL CORE		OPTIONS
LANGUAGE ARTS	SOCIAL STUDIES	FOREIGN LANGUAGE
Reading	Introductory Citizenship	
Writing	Principles and Practices	
Speaking		
Listening	ARTS	
MATHEMATICS	RESPONSIBLE HEALTHY LIFESTYLES	
SCIENCE	INFORMATION TECHNOLOGY	

C. All handicapped students are required to demonstrate mastery of the core curriculum. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

R300-700-11. Middle and High School Requirements.

A. The Board provides general direction and standards in secondary education. Students in grades seven and eight must earn a minimum of 12 units of credit. Students in grades nine through twelve must earn a minimum of 24 units of credit. Districts may require additional units of credit. Formal assessment of student mastery of the general core courses shall occur as a minimum during or at the completion of grades eight, ten, and twelve. Implementation and assessment of student mastery of the core courses are the responsibility of the local board.

B. Middle Education Core Curriculum:

GENERAL CORE - 10.5 Units PLUS REQUIRED ELECTIVES 1.5

SUBJECT AREAS	REQUIREMENTS
Language Arts	2.0 LOCAL DISTRICT OPTION
Mathematics	2.0
Science	1.5
Social Studies	1.5
The Arts	1.0
Information Technology	Credit Optional
Responsible Healthy Lifestyles	1.5
Vocational Education Technology, Life and Careers	1.0

C. High School Core Curriculum:

(1) Required credits:

HIGH SCHOOL CORE CURRICULUM
GRADES 9-12 24 UNITS OF CREDIT REQUIRED

GENERAL CORE - 14.5 Units PLUS REQUIRED ELECTIVES 9.5

SUBJECT AREAS	REQUIREMENTS

Language Arts	3.0
Mathematics	2.0
Science	2.0
Information Technology	Credit Optional
Social Studies	3.0
Arts	1.5
Responsible Healthy Lifestyles	2.0
Vocational Education Occupational Preparation	1.0
SELECTED ELECTIVES	9.5

(2) Any state-approved vocational course, or the vocational core course fulfills the vocational education requirement.

(3) Selected electives units of credit provide a means for specialization related to student interest and post secondary goals.

(a) College Entry Cluster:

Foreign Language: 2.0 units of credit
Mathematics: 1.0 units of credit
English: 1.0 units of credit
Science: 1.0 units of credit
Electives: 4.5 units of credit

(b) Technology/Vocational/Job Entry Clusters:

Select one:
Technical Emphasis: 4.0 units of credit
Vocational Emphasis: 5.0 units of credit
Computer Science: .5 units of credit

(c) Electives: 4.0 - 5.0 units of credit

D. Informational Technology standards in the Middle Education and High School core curriculum may be taught either by integrating them into other areas of the curriculum or in a specific class. Integration requires the district to submit a plan detailing at what level and in which class each standard will be taught. Districts establishing a specific class may offer .5 units of credit.

E. All handicapped students are required to demonstrate mastery of the courses in the Middle Education and High School general core. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

KEY: curricula
1987

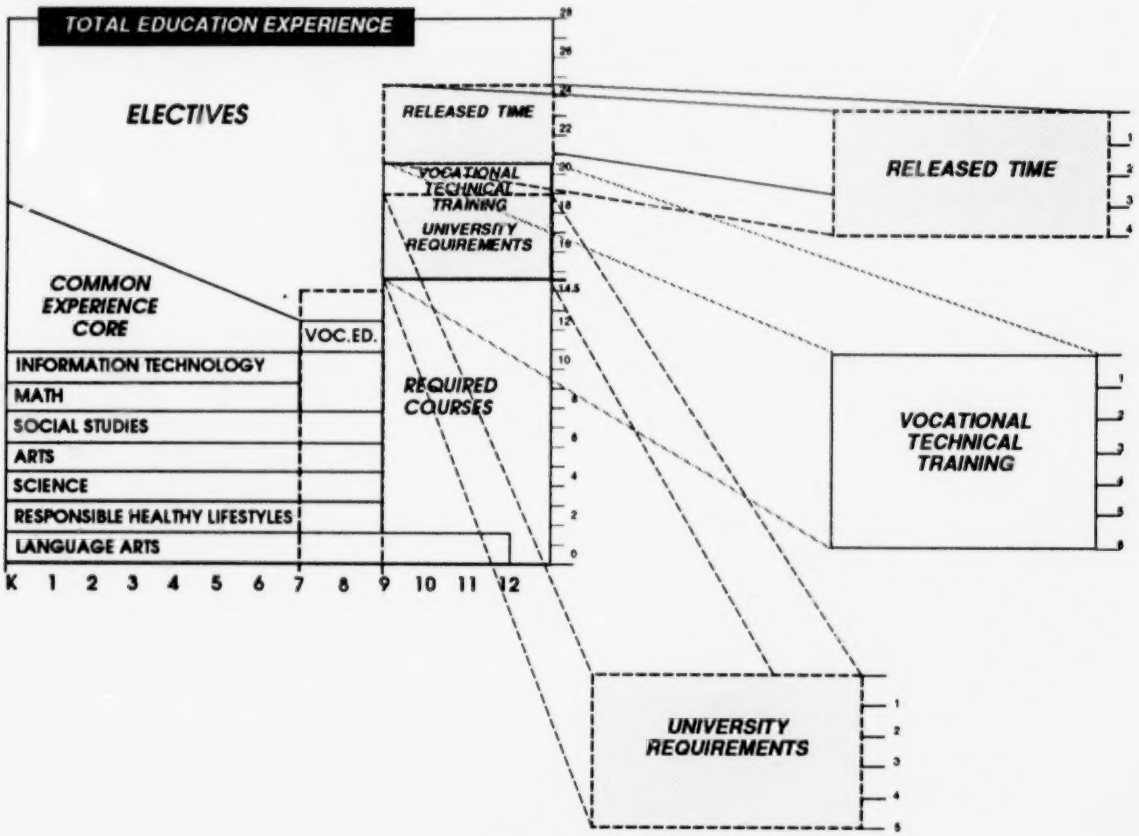
Art X Sec 3
53A-1-402(1)(b)
53A-1-401(3)

CORE COMPLETION GUARANTEES STUDENT ACCESS

1. Guarantees common experience which forms the foundation skills.

2. Guarantees access to jobs and entry into college or vocational-technical education through required course completion.

3. Permits intensive vocational-technical education, entry into research universities, and a released-time component through specialization options.



The Mission

The mission of the school library media program is to ensure that <u>all</u> students and staff are effective users of ideas and information <u>in all formats</u>.

***Information Power*, 1988**

Library Media Course Chart
Levels K—6

	The students will identify and locate:	The students will select and use:	The students will evaluate for:	The students appreciate literature by:
Level K 4600	Areas of Library Media Center.	Library Media Center.	Enjoyment.	Listening and responding as well as reciting nursery rhymes.
Level 1 4601	Books and other materials.	Books and other materials.	Independent reading.	Listening and responding as well as reciting nursery rhymes.
Level 2 4602	Parts of a book.	Appropriate reading and interest level materials.	Main ideas.	Reading, listening, and responding as well as reciting folk tales.
Level 3 4603	Reference materials.	Reading and information needs.	Fiction and nonfiction.	Reading and responding as well as reciting short poems.
Level 4 4604	Information sources.	Reading and information needs.	Information needs.	Reading and responding as well as reciting short poems with expression.
Level 5 4605	Parts of indexing systems.	Reading and information needs.	Critical viewing and reading.	Reading and responding as well as reciting epic poems.
Level 6 4606	Resources needed for research process.	Reading and research materials.	Appropriateness, currency, and relevancy.	Reading and responding as well as reciting mythological tales.

Library Media Course Chart
Levels 7—12

Infusion of Library Media (Information and Research) Skills into the Language Arts Core

	Assignment:	The students will:
Level 7 4070—#3	Project/Paper on a Question of Personal Interest	Find, use, and analyze information from the Library Media Center and other locations.
Level 8 4080—#3	Project/Biographical Sketch of a Famous Contemporary Person	Find, use, and analyze information from the Library Media Center and other locations including biographical indexes and magazines.
Level 9 4090—#3	Project/Paper on a Local Historical Person, Place, or Event	Find, use, and analyze information from the Library Media Center and other locations including conducting an interview.
Level 10 4100—#3	Project/Paper on an Issue of Global Concern	Find, use, and analyze information from the Library Media Center and other locations as well as produce graphic materials.
Level 11 4110—#3	Project/Paper on an Issue of National Concern	Find, use, and analyze information from the Library Media Center and other locations as well as produce graphic materials.
Level 12 (Elective Course) 4120—#2	Paper Analyzing a Societal Issue	Find, use, and analyze information from the Library Media Center and other locations.

LIBRARY MEDIA LEVELS K-6

COURSE DESCRIPTION

An effective school library media program depends on the collaborative efforts of all those who are responsible for student learning. The coordination of curriculum development and implementation with the resources of the school library media center and the application of principles of information access to the content of the curriculum provide the basis for an effective program.

Following are the library media standards and objectives developed and refined by library media leaders in the state. The course description emphasizes that library media specialists/teachers and classroom teachers plan and teach cooperatively to link the practice of library media skills with other core areas. This ensures that students become more effective users of information.

The using of information is a basic skill necessary for all students. Foundation skills must be introduced and reinforced throughout the elementary grades to assure competence. These skills will be needed for pursuit of information in core curriculum standards and objectives in various subject areas and throughout life.

The purpose of the library media program is to help students become self-motivated, successful, problem solving learners. Students must have formal training and practice in using information and resources. They must learn to find, evaluate, and synthesize information. They also must learn to appreciate the value of reading material in their lives through a variety of activities that encourage continual growth as readers who choose to read.

The library media skills core curriculum is based on four essential strands:

1. Identifying and locating information and resources.
2. Selecting and using information and resources.
3. Evaluating information and resources.
4. Appreciating and evaluating children's literature.

LIBRARY MEDIA LEVEL K

L M L E V E L K

SIS COURSE NUMBER: 4600
SIS CODE: LM

CORE STANDARDS OF THE COURSE

STANDARD 4600-01	The students will locate areas of the library media center.

OBJECTIVES

4600-0101. Locate easy fiction and nonfiction areas.

4600-0102. Locate the circulation area.

4600-0103. Locate the reading, listening, and viewing areas.

STANDARD 4600-02	The students will develop abilities to use a library media center and its resources.

OBJECTIVES

4600-0201. Explain function of library media center; e.g., teaching skills, providing access to information, lending materials.

4600-0202. Exhibit self-controlled conduct.

4600-0203. Demonstrate proper care of books and other materials.

4600-0204. Define the following terms: easy fiction, picture books, nonfiction, title, spine, and cover.

STANDARD 4600-03	The students will evaluate library media center resources.

OBJECTIVES

4600-0301. Choose books and other materials for their own enjoyment.

4600-0302. Choose books and other materials for group activity.

STANDARD 4600-04	The students will listen and respond to children's literature.

OBJECTIVES

4600-0401. Listen to selections of literature and folklore; e.g., nursery rhymes, poems, ABC and number books, predictable books, Caldecott books.

4600-0402. View audiovisual presentations of children's literature.

4600-0403. Respond to children's literature presentations; e.g., draw a picture, sing a song, make simple puppets, participate in role-playing.

4600-0404. Recite nursery rhymes from memory.

LIBRARY MEDIA LEVEL 1

L M L E V E L 1

SIS COURSE NUMBER: 4601
SIS CODE: LM

CORE STANDARDS OF THE COURSE

STANDARD 4601-01	The students will identify and locate books within the areas of the library media center.

OBJECTIVES

4601-0101. Identify and locate books and other materials within the areas of the library media center.

4601-0102. Understand the function of the circulation area.

STANDARD 4601-02	The students will select and use library books and other materials in the library media center.

OBJECTIVES

4601-0201. Use checkout procedures to borrow library media materials.

4601-0202. Demonstrate how to use and care for books.

4601-0203. Define and use the following terms: title, author, illustrator, and illustrations.

STANDARD 4601-03	The students will evaluate information and resources.

OBJECTIVES

4601-0301. Evaluate books to see if they can be read independently.

4601-0302. Tell which selections are real and which are make-believe.

STANDARD 4600-04	The students will appreciate and respond to children's literature.

OBJECTIVES

4601-0401. Listen to selections from literature and folklore, with emphasis on those books receiving Caldecott honor and medal awards.

4601-0402. Read picture, easy fiction, and nonfiction books.

4601-0403. View audiovisual presentations of children's literature.

4601-0404. Respond to literature presentations; e.g., draw a picture, sing a song, make simple puppets, participate in role-playing.

4601-0405. Recite additional nursery rhymes.

LIBRARY MEDIA LEVEL 2

L	M	L	E	V	E	L	2

SIS COURSE NUMBER: 4602
SIS CODE: LM

CORE STANDARDS OF THE COURSE

STANDARD 4602-01	The students will identify and locate the parts of a book.

OBJECTIVES

4602-0101. Identify and locate the cover, spine, call number, title, title page, text, index, table of contents, and glossary.

4602-0102. Understand that all books have similar parts.

STANDARD 4602-02	The students will select and use library books and other materials for reading and information.

OBJECTIVES

4602-0201. Select books and other materials on appropriate reading and interest level.

4602-0202. Select books and other materials to meet information needs.

4602-0203. Define and use the following terms: author, title, illustrator, illustration, cover, spine, title page, call number, index, table of contents, and glossary.

STANDARD 4602-03	The students will evaluate information and resources.

OBJECTIVES

4602-0301. Recognize main idea and supporting details.

4602-0302. Predict conclusions in books and other materials.

4602-0303. Evaluate books and other materials for information needs.

STANDARD 4602-04	The students will appreciate and respond to literature that is presented to them or that they read.

OBJECTIVES

4602-0401. Recall story elements as appropriate; e.g., plot, setting, character.

4602-0402. Listen to literature and folklore presentations including books of merit; e.g., Caldecott, juvenile classics, professionally recommended titles.

4602-0403. Read a wide variety of self-selected books.

4602-0404. Respond to literature by drawing a picture, acting out the dialogue, writing a story, etc.

4602-0405. Retell simple folk tales.

LIBRARY MEDIA LEVEL 3

LM LEVEL 3

SIS COURSE NUMBER: 4603
SIS CODE: LM

CORE STANDARDS OF THE COURSE

STANDARD 4603-01	The students will identify and locate print and nonprint materials, reference materials, magazines, equipment, and the catalog system (card or automated).

OBJECTIVES

4603-0101. Review parts of a book including: cover, spine, title, title page, author, illustrator, call number, table of contents, index, and glossary.

4603-0102. Identify and locate audiovisual equipment; e.g., filmstrip projectors, computers, record players, cassette recorders, VCRs.

4603-0103. Identify and locate nonprint materials; e.g., filmstrips, maps, records, cassettes, computer software, videotapes.

4603-0104. Identify and locate reference materials; e.g., encyclopedias, almanacs, atlases, dictionaries.

4603-0105. Identify and locate the magazine section.

4603-0106. Identify and locate the catalog system (card or automated).

4603-0107. Identify and locate catalog headings: subject, title, and author.

4603-0108. Locate books and other materials using the call number.

STANDARD 4603-02	The students will select and use a wide variety of books and other materials for reading and information.

OBJECTIVES

4603-0201. Use the catalog system to find books and other materials.

4603-0202. Select and use appropriate sources of information; e.g., encyclopedia, dictionary, almanac, atlas.

4603-0203. Select and use magazines.

STANDARD 4603-03	The students will evaluate information and resources.

OBJECTIVES

4603-0301. Evaluate whether a fiction or nonfiction book is appropriate for a specific need.

4603-0302. Evaluate books and other materials for information needs.

STANDARD 4603-04	The students will appreciate and respond to children's literature.

OBJECTIVES

4603-0401. Recognize the difference between fiction and nonfiction books and other materials.

4603-0402. Listen to literature and folklore presentations.

4603-0403. Read a wide variety of books that reflect personal interest.

4603-0404. Recall story elements as appropriate; e.g., theme, style, format.

4603-0405. Respond to literature through drama, art, writing experience, or music.

4603-0406. Recite short poems.

LIBRARY MEDIA LEVEL 4

L	M	L	E	V	E	L	4

SIS COURSE NUMBER: 4604
SIS CODE: LM

CORE STANDARDS OF THE COURSE

STANDARD 4604-01	The students will identify and locate different types of information sources in the library media center.

OBJECTIVES

4604-0101. Identify and locate indexes to information sources; e.g., catalog system, guide to magazine articles, guide to nonprint holdings.

4604-0102. Identify and locate different types of atlases.

4604-0103. Identify and locate different types of almanacs.

4604-0104. Identify and locate different types of dictionaries.

4604-0105. Identify and locate different types of encyclopedias.

4604-0106. Identify and locate different types of data bases (electronic or print).

4604-0107. Locate books and other materials using the call number.

STANDARD 4604-02	The students will select and use many different sources to meet their reading and information needs.

OBJECTIVES

4604-0201. Select and use a variety of print and nonprint materials using indexing systems; e.g., card catalog (electronic or print), magazine guide, telephone book, etc.

4604-0202. Select and use appropriate reference sources; e.g., books, dictionaries, encyclopedias, magazines (periodicals).

4604-0203. Define and use the following terms: copyright, publisher, periodical, and biography.

4604-0204. Define, compare, and use a table of contents, index, bibliography, and glossary.

STANDARD 4604-03	The students will evaluate a wide variety of books and other materials.

OBJECTIVES

4604-0301. Choose a wide variety of books appropriate to reading ability and interest.

4604-0302. Evaluate books and other materials for information needs.

STANDARD 4604-04	The students will appreciate and respond to children's literature.

OBJECTIVES

4604-0401. Read from a variety of literary forms; e.g., folklore, fairytales, humor, mystery, biography, poetry.

4604-0402. Recognize first person and third person narratives.

4604-0403. Read books of merit; e.g., Utah Children's Book Award nominees.

4604-0404. Respond to literature using drama, art, writing experiences, or music.

4604-0405. Recite additional short poems with expression.

LIBRARY MEDIA LEVEL 5

LM LEVEL 5

SIS COURSE NUMBER: 4605
SIS CODE: LM

CORE STANDARDS OF THE COURSE

STANDARD 4605-01	The students will identify and locate parts of an index or catalog system (card or automated).

OBJECTIVES

4605-0101. Identify and locate cross references, guide words, annotations, and tracings.

4605-0102. Formulate descriptors (search terms or key words) for searching data bases (electronic or print).

STANDARD 4605-02	The students will select and use numerous literature and information sources.

OBJECTIVES

4605-0201. Use the catalog system (card or automated) to select a variety of print and nonprint materials.

4605-0202. Select and use appropriate reference sources; e.g., books, encyclopedias, magazines (periodicals), atlases, almanacs.

4605-0203. Explain the significance of copyright.

4605-0204. Using an index to magazine articles, locate magazine (periodical) articles.

4605-0205. Define and use the following terms: subtitle, foreword, preface, chapter headings, appendix, volume, guide words, glossary, title page, verso page, publisher, title, copyright date, index, and bibliography.

STANDARD 4605-03	The students will become critical viewers and readers through the evaluation process.

OBJECTIVES

4605-0301. View and respond to television productions using evaluation skills.

4605-0302. Read and respond to information sources using evaluation skills.

STANDARD 4605-04	The students will appreciate and respond to children's literature.

OBJECTIVES

4605-0401. Select and read from a variety of literary forms; e.g., historical fiction, realistic fiction, adventure, poetry.

4605-0402. Read and respond to literature using evaluation skills.

4605-0403. Find and use information about authors of children's literature.

4605-0404. Read and respond to selected samples of an author's work.

4605-0405. Prepare and give a presentation about an author of children's literature.

4605-0406. Respond to other student presentations.

4605-0407. Read books of merit; e.g., Utah Children's Book Award, Newbery honor and medal books.

4605-0408. Recite epic poems.

LIBRARY MEDIA LEVEL 6

L M L E V E L 6

SIS COURSE NUMBER: 4606
SIS CODE: LM

CORE STANDARDS OF THE COURSE

STANDARD 4606-01	The students will identify and locate resources needed in the research process in the library media center and in other locations.

OBJECTIVES

4606-0101. Identify and locate additional research sources; e.g., audiovisual materials, newspapers, interviews, vertical files.

4606-0102. Understand various indexing systems including data bases (electronic or print).

STANDARD 4606-02	The students will select and use appropriate materials from the library media center and other locations for the research process and for reading.

OBJECTIVES

4606-0201. Use specific reference tools to fulfill classroom research assignments.

4606-0202. Use information from various indexing systems to select relevant sources.

4606-0203. Select and use facts and infer ideas by comparing information from a variety of print and nonprint information sources.

4606-0204. Use newspapers, telephone books, audiovisual materials, and interviews as sources of information.

STANDARD 4606-03	The students will evaluate books and other materials to determine their appropriateness for the intended purpose.

OBJECTIVES

4606-0301. Evaluate books and other materials for appropriateness, relevancy, and currency.

4606-0302. Discuss the purpose for using various reference sources.

STANDARD 4606-04	The students will appreciate and respond to children's literature.

OBJECTIVES

4606-0401. Select and read from a variety of literary forms; e.g., fantasy, science fiction, mythology, poetry.

4606-0402. Select and read books of merit; e.g., Utah Children's Book Award nominees, Newbery honor and medal books, and other award winning books.

4606-0403. Participate in activities that follow a reading experience through drama, art, writing experiences, or music.

4606-0404. Retell mythological tales.

LIBRARY MEDIA SKILLS INFUSION
INTO THE LANGUAGE ARTS CORE, LEVELS 7-12

An effective school library media program depends on the collaborative efforts of all those who are responsible for student learning. The coordination of curriculum development and implementation with the resources of the school library media center and the application of the principles of information access to the content of the curriculum provide the basis for an effective program.

The Language Arts Core Curriculum, Levels 7-12 has been revised and has been approved by the Utah State Board of Education. Library media (information and research) skills were infused within the language arts curriculum. It is the intent of the Curriculum Section to infuse library media skills within other curriculum areas (science, social studies, arts, and responsible healthy lifestyles) as these documents are revised.

LIBRARY MEDIA LEVEL 7
LANGUAGE ARTS CORE LEVEL 7, PAPER #3

PROJECT/PAPER ON A QUESTION OF PERSONAL INTEREST

This curriculum should be taught as a cooperative unit between the library media specialist/teacher and the language arts teacher. The following should be identified before beginning instruction:

a. Skills needed by students.
b. Amount and kind of resources needed.
c. Expectation of classroom teacher regarding content and format of paper.
d. Instructional objectives for the unit.
e. Determination of responsibility for instruction and evaluation of all parts of the unit.
f. Whenever possible, students should use as subject matter for their research other core curriculum requirements; e.g., science, social studies, etc.

STANDARD 4070-01-3	The students will find, use, and analyze information from the library media center and other locations on a question of personal interest. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	Using information sources, the students will:
4070-0101-3	Choose a topic of personal interest.
4070-0102-3	Read an encyclopedia article on the topic. Narrow or broaden the topic if necessary.
4070-0103-3	Formulate questions to explore the topic.
4070-0104-3	Determine search terms or key words to locate additional information.
4070-0105-3	Locate materials by using indexing systems (print or electronic) such as library media catalogs, magazine indexes, newspaper indexes, etc.
4070-0106-3	Find relevant, current, and accurate information from various sources that answers predetermined questions.
4070-0107-3	Differentiate between fact and opinion in each source.
4070-0108-3	Evaluate information.
4070-0109-3	Synthesize information from selected sources.

4070-0110-3 Define unfamiliar words.

4070-0111-3 Determine an appropriate audience for the paper.

4070-0112-3 Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4070-02-3	The students will create an informative project/paper that explores a question of personal interest. (LISTENING, SPEAKING, READING CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES **While drafting, the students will:**

4070-0201-3 Produce a comprehensive, factual, and informative project/paper; e.g., brochure, encyclopedia article, magazine, article, newscast, editorial script, I-search, etc.

4070-0202-3 Use appropriate voice.

4070-0203-3 Clearly define the topic.

4070-0204-3 Synthesize and organize information.

4070-0205-3 Use new words correctly.

4070-0206-3 Use specific words and details.

4070-0207-3 Prepare a simple bibliography.

While revising, the students will:

4070-0208-3 Participate in response groups for peer evaluation.

4070-0209-3 Analyze and clarify the paper to improve its meaning and communication.

4070-0210-3 Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4070-03-3	The students will produce a final draft of a project/paper that explores a question of personal interest. (LISTENING, SPEAKING, READING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES: **While editing and publishing, the students will:**

4070-0301-3 Correct fragments and run-ons.

4070-0302-3	Use adjectives and adverbs correctly.
4070-0303-3	Use the proper form of pronouns.
4070-0304-3	Use correct subject-verb agreement.
4070-0305-3	Create and punctuate more sophisticated sentences. Use sentence combining techniques where applicable.
4070-0306-3	Use specific words and details.
4070-0307-3	Eliminate slang and jargon.
4070-0308-3	Define unfamiliar terms for the audience.
4070-0309-3	Correct misplaced phrases and clauses.
4070-0310-3	Punctuate the final draft correctly, paying particular attention to dialogue.
4070-0311-3	Paragraph the final draft appropriately.
4070-0312-3	Use transitions between paragraphs.
4070-0313-3	Use correct capitalization.
4070-0314-3	Use standard spelling.
4070-0315-3	Eliminate inconsistencies in tense.
4070-0316-3	Correct faulty parallelism.
4070-0317-3	Eliminate redundancies.
4070-0318-3	Share the final draft.

LIBRARY MEDIA LEVEL 8
LANGUAGE ARTS CORE LEVEL 8, PAPER #3

PROJECT/BIOGRAPHICAL SKETCH OF A FAMOUS CONTEMPORARY PERSON

This curriculum should be taught as a cooperative unit between the library media specialist/teacher and the language arts teacher. The following should be identified before beginning instruction:

a. Skills needed by students.
b. Amount and kind of resources needed.
c. Expectation of classroom teacher regarding content and format of paper.
d. Instructional objectives for the unit.
e. Determination of responsibility for instruction and evaluation for all parts of the unit.
f. Whenever possible, students should use as subject matter for their research other core curriculum requirements; e.g., science, social studies, etc.

STANDARD 4080-01-3	The students will find, use, and analyze information from the library media center and other locations about a famous contemporary person. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	Using information sources, the students will:
4080-0101-3	Choose a famous, contemporary person.
4080-0102-3	Read an encyclopedia article for a brief overview of the person's life, habits, education, etc.
4080-0103-3	Formulate questions to explore the topic.
4080-0104-3	Determine search terms or key words to locate additional information.
4080-0105-3	Locate materials by using indexing systems (print or electronic) such as library media catalogs, magazine indexes, newspaper indexes, Current Biography, etc.
4080-0106-3	Find relevant, current, and accurate information from various sources that answers predetermined questions, using at least one magazine.
4080-0107-3	Differentiate between fact and opinion in each source.
4080-0108-3	Evaluate information.

4080-0109-3 Synthesize information from selected sources.

4080-0110-3 Define unfamiliar words.

4080-0111-3 Determine an appropriate audience.

4080-0112-3 Use prewriting strategies; e.g., outlining, brainstorming, listing, clustering, mapping, etc.

STANDARD 4080-02-3	The students will create a project/biographical sketch of a famous, contemporary person. (LISTENING, SPEAKING,READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES **While drafting, the students will:**

4080-0201-3 Produce a comprehensive, factual, and informative project/paper; e.g., brochure, encyclopedia article, magazine, article, newscast, editorial script, obituary, etc.

4080-0202-3 Capture accurately the contribution of the person.

4080-0203-3 Use appropriate voice.

4080-0204-3 Synthesize and organize information.

4080-0205-3 Use new words correctly.

4080-0206-3 Prepare a simple bibliography.

While revising, the students will:

4080-0207-3 Participate in response groups for peer evaluation.

4080-0208-3 Analyze and clarify the paper to improve its meaning and communication.

4080-0309-3 Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4080-03-3	The students will produce a final draft of a project/biographical sketch of a famous, contemporary person. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES **While editing and publishing, the students will:**

4080-0301-3 Correct fragments and run-ons.

4080-0302-3	Use adjectives and adverbs correctly.
4080-0303-3	Use the proper form of pronouns.
4080-0304-3	Use correct subject-verb agreement.
4080-0305-3	Create and punctuate more sophisticated sentences. Use sentence combining techniques where applicable.
4080-0306-3	Use specific words and details.
4080-0307-3	Eliminate slang and jargon.
4080-0308-3	Define unfamiliar terms for the audience.
4080-0309-3	Correct misplaced phrases and clauses.
4080-0310-3	Punctuate the final draft correctly.
4080-0311-3	Paragraph the final draft appropriately.
4080-0312-3	Use transitions between paragraphs.
4080-0313-3	Use correct capitalization.
4080-0314-3	Use standard spelling.
4080-0315-3	Eliminate inconsistencies in tense.
4080-0316-3	Correct faulty parallelism.
4080-0317-3	Eliminate redundancies.
4080-0318-3	Share the final draft.

LIBRARY MEDIA LEVEL 9
LANGUAGE ARTS CORE LEVEL 9, PAPER #3

PROJECT/PAPER ON A LOCAL HISTORICAL PERSON, PLACE, OR EVENT

This curriculum should be taught as a cooperative unit between the library media specialist/teacher and the language arts teacher. The following should be identified before beginning instruction:

a. Skills needed by students.
b. Amount and kind of resources needed.
c. Expectation of classroom teacher regarding content and format of paper.
d. Instructional objectives for the unit.
e. Determination of responsibility for instruction and evaluation of all parts of the unit.
f. Whenever possible, students should use as subject matter for their research other core curriculum requirements; e.g., science, social studies, etc.

STANDARD 4090-01-3	The students will find, use, and analyze information from the library media center and other locations about a local historical person, place, or event. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	Using information sources, the students will:
4090-0101-3	Choose a local historical person, place, or event.
4090-0102-3	Briefly review the historical person, place, or event.
4090-0103-3	Formulate questions to explore the topic.
4090-0104-3	Determine search terms or key words to locate additional information.
4090-0105-3	Locate materials by using indexing systems (print or electronic) such as library media catalogs, magazine indexes, newspaper indexes, etc.
4090-0106-3	Find relevant, accurate, and interesting information from various sources that answers predetermined questions, using at least one interview.
4090-0107-3	Practice affective listening skills to become responsive listeners; i.e., paraphrasing, using sequential dialogue, and summarizing.
4090-0108-3	Conduct an interview with an "expert in the field."

4090-0109-3	Evaluate information.
4090-0110-3	Synthesize information from selected sources.
4090-0111-3	Define unfamiliar words.
4090-0112-3	Determine an appropriate audience.
4090-0113-3	Use prewriting strategies; e.g. outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4090-02-3	The students will create an informative project/paper based on a local historical person, place, or event. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES

While drafting, the students will:

4090-0201-3	Produce a comprehensive, factual, and informative project/paper; e.g., brochure, encyclopedia article, magazine, article, newscast, editorial script, etc.
4090-0202-3	Report clearly and in detail the historical figure or event.
4090-0203-3	Use appropriate voice.
4090-0204-3	Synthesize and organize information.
4090-0205-3	Use correctly new words.
4090-0206-3	Prepare a simple bibliography.

While revising, the students will:

4090-0207-3	Participate in response groups for peer evaluation.
4090-0208-3	Analyze and clarify the paper to improve its meaning and communication.
4090-0209-3	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4090-03-3	The students will produce a final draft of an informative project/paper based on a local historical person, place, or event. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4090-0301-3	Correct fragments and run-ons.
4090-0302-3	Use adjectives and adverbs correctly.
4090-0303-3	Use the proper form of pronouns.
4090-0304-3	Use correct subject-verb agreement.
4090-0305-3	Create and punctuate more sophisticated sentences. Use sentence combining techniques where applicable.
4090-0306-3	Use specific words and details.
4090-0307-3	Eliminate slang and jargon.
4090-0308-3	Define unfamiliar terms for the audience.
4090-0309-3	Correct misplaced phrases and clauses.
4090-0310-3	Punctuate the final draft correctly, especially dialogue, if applicable.
4090-0311-3	Paragraph the final draft appropriately.
4090-0312-3	Use transitions between paragraphs.
4090-0313-3	Use correct capitalization.
4090-0314-3	Use standard spelling.
4090-0315-3	Eliminate inconsistencies in tense.
4090-0316-3	Correct faulty parallelism.
4090-0317-1	Eliminate redundancies.
4090-0318-3	Share the final draft.

LIBRARY MEDIA LEVEL 10
LANGUAGE ARTS CORE LEVEL 10, PAPER #3

PROJECT/PAPER ON A TOPIC OF GLOBAL CONCERN

This curriculum should be taught as a cooperative unit between the library media specialist/teacher and the language arts teacher. The following should be identified before beginning instruction:

a. Skills needed by students.
b. Amount and kind of resources needed.
c. Expectation of classroom teacher regarding content and format of final product/paper.
d. Instructional objectives for the unit.
e. Determination of responsibility for instruction and evaluation for all parts of the unit.
f. Whenever possible, students should use as subject matter for their research other core curriculum requirements; e.g., science, social studies, etc.

STANDARD 4100-01-3	The students will find, use, and analyze information from the library media center and other locations on a topic of global concern. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	Using information sources, the students will:
4100-0101-3	Choose a topic of global concern.
4100-0102-3	Read an encyclopedia article for a brief overview of the topic.
4100-0103-3	Formulate questions to explore the topic.
4100-0104-3	Determine search items or key words to locate additional information.
4100-0105-3	Locate materials by using indexing systems (print or electronic) such as library media catalogs, magazine indexes, newspaper indexes, etc.
4100-0106-3	Find relevant, current, and accurate information from various sources that answers predetermined questions, using at least one nonprint source.
4100-0107-3	Interpret charts, graphs, and diagrams.
4100-0108-3	Obtain materials through interlibrary cooperation, if necessary.

4100-0109-3	Evaluate, synthesize, summarize, and paraphrase information from various sources.
4100-0110-3	Define unfamiliar words.
4100-0111-3	Determine an appropriate audience.
4100-0112-3	Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4100-02-3	The students will create an informative project/paper on a topic of global concern. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING. REVISING)

OBJECTIVES	**While drafting, the students will:**
4100-0201-3	Produce a comprehensive, factual, and informative project/paper; e.g., brochure, encyclopedia article, magazine article, newscast, editorial, script, etc.
4100-0202-3	Use appropriate voice.
4100-0203-3	Synthesize and organize information.
4100-0204-3	Use correctly new words that are related to the subject matter.
4100-0205-3	Produce charts, illustrations, and graphs when appropriate.
4100-0207-3	Prepare a simple bibliography.
	While revising, the students will
4100-0208-3	Participate in response groups for peer evaluation.
4100-0208-3	Analyze and clarify the paper to improve its meaning and communication.
4100-0209-3	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4100-03-3	The students will produce a final draft of an informative project/paper on a topic of global concern including graphic materials. (LISTENING, SPEAKING, READING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4100-0301-3	Correct fragments and run-ons.
4100-0302-3	Use adjectives and adverbs correctly.
4100-0303-3	Use the proper form of pronouns.
4100-0304-3	Use correct subject-verb agreement.
4100-0305-3	Create and punctuate more sophisticated sentences. Use sentence combining techniques where applicable.
4100-0306-3	Use specific words and details.
4100-0307-3	Eliminate slang and jargon.
4100-0308-3	Define unfamiliar terms for the audience.
4100-0309-3	Correct misplaced phrases and clauses.
4100-0310-3	Punctuate the final draft correctly, especially dialogue if applicable.
4100-0311-3	Paragraph the final draft appropriately.
4100-0312-3	Use transitions between paragraphs.
4100-0313-3	Use correct capitalization.
4100-0314-3	Use standard spelling.
4100-0315-3	Combine graphic material and text effectively.
4100-0316-3	Eliminate inconsistencies in tense.
4100-0317-3	Correct faulty parallelism.
4100-0318-3	Eliminate redundancies.
4100-0319-3	Share the final draft.

LIBRARY MEDIA LEVEL 11
LANGUAGE ARTS CORE, LEVEL 11, PAPER #3

PROJECT/PAPER ON AN ISSUE OF NATIONAL CONCERN

This curriculum should be taught as a cooperative unit between the library media specialist/teacher and the language arts teacher. The following should be identified before beginning instruction:

a. Skills needed by students.
b. Amount and kind of resources needed.
c. Expectation of classroom teacher regarding content and format of final product.
d. Instructional objectives for the unit.
e. Determination of responsibility for instruction and evaluation for all parts of the unit.
f. Whenever possible, students should use as subject matter for their research other core curriculum requirements; e.g., science, social studies, etc.

STANDARD 4110-01-3	The students will find, use, and analyze information from the library media center and other locations on topic of national concern. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

OBJECTIVES	Using information sources, the students will:
4110-0101-3	Choose a topic of national concern.
4110-0102-3	Read an encyclopedia article for a brief overview of the topic.
4110-0103-3	Formulate questions to explore the topic.
4110-0104-3	Determine search terms or key words to locate additional information.
4110-0105-3	Locate materials by using indexing systems (print or electronic) such as library media catalogs, magazine indexes, newspaper indexes, etc.
4110-0106-3	Find relevant, current and accurate information from various sources that answers predetermined questions, using at least one nonprint source.
4110-0107-3	Interpret charts, graphs, and diagrams.
4110-0108-3	Obtain materials through interlibrary cooperation, if necessary.

4110-0109-3 Evaluate information.

4110-0110-3 Synthesize, summarize, and paraphrase information from various sources.

4110-0111-3 Define unfamiliar words.

4110-0112-3 Determine an appropriate audience.

4110-0113-3 Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4110-02-3	The students will create an informative project/paper on a topic of national concern. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES **While drafting, students will:**

4110-0201-3 Produce a comprehensive, factual, and informative project/paper; e.g., brochure, encyclopedia article, magazine article, newscast, editorial, script, etc.

4110-0202-3 Use appropriate voice.

4110-0203-3 Synthesize and organize information.

4110-0204-3 Use correctly new words that are related to the subject matter.

4110-0205-3 Include documentation of cited information; e.g., footnotes, endnotes, internal citations.

4110-0206-3 Produce charts, illustrations, or graphs when appropriate.

4110-0207-3 Make sentence structure clear, strong, and direct.

4110-0208-3 Prepare a simple bibliography.

While revising, students will:

4110-0209-3 Participate in response groups for peer evaluation.

4110-0210-3 Analyze and clarify the paper to improve its meaning and communication.

4110-0211-3 Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4110-03-3	The students will produce a final draft of an informative project/paper on a topic of national concernincluding graphic materials. (LISTENING, SPEAKING, READING, WRITING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4110-0301-3	Correct fragments and run-ons.
4110-0302-3	Use adjectives and adverbs correctly.
4110-0303-3	Use the proper form of pronouns.
4110-0304-3	Use correct subject-verb agreement.
4110-0305-3	Create and punctuate more sophisticated sentences. Use sentence combining techniques where applicable.
4110-0306-3	Use specific words and details.
4110-0307-3	Eliminate slang and jargon.
4110-0308-3	Define unfamiliar terms for the audience.
4110-0309-3	Correct misplaced phrases and clauses.
4110-0310-3	Punctuate the final draft correctly, especially dialogue if applicable.
4110-0311-3	Paragraph the final draft appropriately.
4110-0312-3	Use transitions between paragraphs.
4110-0313-3	Use correct capitalization.
4110-0314-3	Combine graphic material and text effectively.
4110-0315-3	Use standard spelling.
4110-0316-3	Eliminate inconsistencies in tense.
4110-0317-3	Correct faulty parallelism.
4110-0318-3	Eliminate redundancies.
4110-0319-3	Share the final draft.

LIBRARY MEDIA LEVEL 12
LANGUAGE ARTS CORE LEVEL 12, PAPER #2
ELECTIVE COURSE

PAPER ANALYZING A SOCIETAL ISSUE

This curriculum should be taught as a cooperative unit between the library media specialist/teacher and the language arts teacher. The following should be identified before beginning instruction:

a. Skills needed by students.
b. Amount and kind of resources needed.
c. Expectation of classroom teacher regarding content and format of paper.
d. Instructional objectives for the unit.
e. Determination of responsibility for instruction and evaluation of all parts of the unit.
f. Whenever possible, students should use as subject matter for their research other core curriculum requirements; e.g., science, social studies, etc.

NOTE: This group of standards is designed to be the first step in a two-step research process. The second step is contained in the "Solution Paper" group of standards.

STANDARD 4120-01-2	The students will find and use information from the library media center and other locations to analyze and rank potential solutions to a societal issue. (LISTENING, SPEAKING, READING, CRITICAL THINKING, PREWRITING)

[EXAMPLE: If the topic were disposal of nuclear waste, the analysis paper should identify important criteria for judging solutions to the problem such as longevity of the solution, cost, environmental hazards, etc., and then rank the criteria in order of importance.]

OBJECTIVES	Using information sources, the students will:
4120-0101-2	Choose a societal issue.
4120-0102-2	Read an encyclopedia article for a brief overview of the topic.
4120-0103-2	Formulate questions to explore the topic.
4120-0104-2	Determine search terms or key words to locate additional information.

4120-0105-2 Locate materials by using indexing systems (print or electronic) such as library media catalogs, magazine indexes, newspaper indexes, etc.

4120-0106-2 Find relevant, current, and accurate information that answers predetermined questions.

4120-0107-2 Obtain materials through interlibrary cooperation, if necessary.

4120-0108-2 Evaluate information.

4120-0109-2 Synthesize, summarize, and paraphrase information from various sources.

4120-0110-2 Define unfamiliar words.

4120-0111-2 Use prewriting strategies; e.g., outlining, brainstorming, listing, mapping, clustering, webbing, etc.

STANDARD 4120-02-2	The students will compose a paper analyzing a societal issue. (LISTENING, SPEAKING, READING, CRITICAL THINKING, WRITING, RESPONDING, REVISING)

OBJECTIVES **While drafting, the students will:**

4120-0201-2 Produce a comprehensive, factual, and informative analysis.

4120-0202-2 Use appropriate voice.

4120-0203-2 Synthesize and organize information.

4120-0204-2 Use new words correctly .

4120-0205-2 Include documentation of cited information; e.g., footnotes, endnotes, internal citations.

4120-0206-2 Prepare a bibliography.

4120-0207-2 Produce charts, illustrations, or graphs when appropriate.

4120-0208-2 Make sentence structure clear, strong, and direct.

While revising, the students will:

4120-0209-2 Participate in response groups for peer evaluation.

4120-0210-2	Analyze and clarify the paper to improve its meaning and communication.
4120-0211-2	Make necessary structural, syntactical, and graphic changes for improvement.

STANDARD 4120-03-2	The students will produce a final draft of a paper analyzing a societal issue. (LISTENING, SPEAKING, READING, CRITICAL THINKING, EDITING, PUBLISHING)

OBJECTIVES	**While editing and publishing, the students will:**
4120-0301-2	Correct fragments and run-ons.
4120-0302-2	Use adjectives and adverbs correctly.
4120-0303-2	Use the proper form of pronouns.
4120-0304-2	Use correct subject-verb agreement.
4120-0305-2	Create and punctuate more sophisticated sentences by using sentence combining techniques where applicable.
4120-0306-2	Use specific words and details.
4120-0307-2	Eliminate slang and jargon.
4120-0308-2	Define unfamiliar terms for the audience.
4120-0309-2	Correct misplaced phrases and clauses.
4120-0310-2	Punctuate the final draft correctly, especially dialogue if applicable.
4120-0311-2	Paragraph the final draft appropriately.
4120-0312-2	Use transitions between paragraphs.
4120-0313-2	Use correct capitalization.
4120-0314-2	Use standard spelling.
4120-0315-2	Eliminate inconsistencies in tense.
4120-0316-2	Correct faulty parallelism.
4120-0317-2	Eliminate redundancies.
4120-0318-2	Share the final draft.